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Editor: Myia S. Williams

EDITORIALS

Editor's Column: Connection, Community, and Collective Impact

Myia S. Williams

President's Column

Scott Tannenbaum

Max. Classroom Capacity: On Teaching in Dark Times

Loren J. Naidoo

FEATURES

Solo I-O: How Lone I-Os in Organizations Move the Needle

Sy Islam, Michael Chetta, Jason Guttadauria, Lauren Haber, Xinyu Hu, Caitlin McCary, Anthony Mallardi, and Nathan Price

The Best Defense Is a Good Offense: How I-Os Can Proactively Defend I-O Values in Politics and Public Policy

Christopher Huynh, Ivan Hernandez, Amal Chekili, and Sam Kalmar

Vicarious Trauma and the VOTE Index

Ezra N. S. Lockhart

Session Outcomes and Reactions: Validating the Need for Workspaces at SIOP

Lora Bishop, Brittany Ikner, and Takudzwa A. Chawota

REPORTS

The 2025 SIOP Conference

Jeffrey M. Cucina, John K. (Jack) Kennedy, Jr., and Joseph A. Allen

I-O Education Gaps and Potential Solutions: A Town Hall Discussion at SIOP 2025

Karyssa A. Courey, Brittany B. Ikner, Chris J. L. Cunningham and Marcus W. Dickson

Members in the Media

Amber Stark

IOtas

Jen Baker

Editor's Column: Connection, Community, and Collective Impact

Myia S. Williams

Hello *TIP* community,

Summer is officially here—if only the weather would let us be great, we would greatly appreciate it. From Memorial Day barbecues and family gatherings to graduation, the transition period from May to June is filled with fresh, crisp air, gorgeous flower fields (sorry to my people with allergies) and that itch to spend more time outdoors in nature. This time period also reminds me of reflection, renewal, forward movement, and, yes, heat.

With all this energy that comes from new beginnings, I'm excited to welcome and introduce our new Editorial Board: **Derek Burns, Maria Gallego-Pace, Juliette Nelson, Keisha Phillips-Kong, and Gordon B. Schmidt**. This talented group of academics, students, practitioners, and science practitioners brings a wealth of diverse ideas, perspectives, foresight, and thought leadership. I'm so grateful that they decided to join me on this journey to rebrand *TIP* while continuing to serve as an evidence-based resource that is timely, reflective, and inclusive of the full range of voices within our field.

Also join me in welcoming the newly minted PhDs and master's-level I-O psychologists to our profession. This is a time filled with excitement about what's next and especially scary with the current job market. Two of the most frequently asked questions we hear all the time from new graduates are, "*How do I explain what I do as an I-O psychologist?*" or "*How do I market myself and my skills in this job market?*" Not surprising given the breadth and depth of our field. The very short answer: Basically anywhere that you can find employees, you will find an I-O psychologist. As I-O psychologists, whether early career, mid-career or seasoned professional, summer is the perfect opportunity to pause, reflect, and reconnect with your purpose (mainly your "why" behind joining this eclectic field).

For many of us the summer slowdown, coupled with warmer nights and longer days, often ushers us into *connecting* with friends and catching up (we outside). It's the season that we say yes to more rooftop gatherings, brunch, beach days, and the "let's catch up soon" from winter/fall that finally happens. It's an opportunity to stretch beyond our comfort zones and routines to try something new and catch up.

Speaking of catching up, did you read the latest [letter](#) from SIOP's President **Scott Tannenbaum**? It's a timely reminder that in the midst of the current policy landscape, I-O psychologists as a collective are continuing to support, educate, inform, and, most importantly, advocate not only for our members but the organizations and communities that we serve. There is power in our community, most noticeably in times of uncertainty. We continue to amplify our prosocial efforts, all while staying grounded in our shared values.

This latest edition is perfectly curated for summer—think of it as part of your summer reading list. Our articles touch on *connection, community, and collective impact*. It further solidifies President Tannenbaum's message on how we show up for each other, organizations, and society as a whole—as educators, lone practitioners, prosocial I-Os, students, artists, and system thinkers. Articles range from practical advice and encouragement for educators on how to handle burnout during uncertainty to advancing trauma-informed practices and advocating for I-O's voice in public policy.

Maybe you missed it during #SIOP25, but we had our first-ever art show; the I-O creators have now provided us with a new framework like Workscapes. Whether you are a lone I-O or prosocial I-O, we build connection and community through shared values and purpose to engage in meaningful work that impacts others. We round it off with a town hall summary and findings from our SIOP exit survey that offer a deeper look into what our members value and envision as the future of our collective impact. And because summer is as free flowing as a summer dress, I wanted to share a bit of lightness on what I have been loving and looking forward to lately.

What I'm Loving Lately

- **Best season starter:** Memorial Day weekend with soca (IYKYK) in the background, as it definitely sets the pace and the tone for a season of live concerts in the park.
- **Current obsession:** Walking everywhere—because the weather finally said yes. Bonus points for doing it with a friend and recording a podcast while walking.
- **Reclaiming:** My time, while recommending that you take that PTO. Seriously. Use it. You've earned it.
- **Underrated joy:** Watching summer sunrises and sunsets. Something about waking up early in the morning when the world is asleep always makes my heart flutter.
- **Reminder I needed:** Rest is a strategy, not a reward.

Before I close, I have one more nugget—check out this [episode](#) of At Work With the Ready podcast, where the hosts talk about surviving the summer slump. Let's be real—from Memorial Day to Labor Day, the majority of people are mentally on summer break and want to be outside. My hope is that we can humanize work and see rest and recovery as essential, not just nice to haves.

Until the fall, have a lovely summer, and I'll catch you on the next issue.

President's Column

Scott Tannenbaum

In this, my first *TIP* column as SIOP president, I offer a few thoughts on the need for I-O psychology in today's world of work. I also describe five things I appreciate about SIOP because we shouldn't overlook the positives, even during turbulent times. But first, a quick self-introduction.

I've Grown Up With SIOP

In 1986, I attended the inaugural SIOP conference just 1 month before completing my graduate education. Early in my career, I served as a tenured business school professor before relinquishing tenure and leading a consulting and research firm for over 30 years. Regardless of which hat I was wearing, I've benefited greatly from being part of SIOP.

When I was young, I didn't always make the best decisions, as evidenced by my early clothing choices. However, choosing industrial-organizational (I-O) psychology for my career was a great decision!

A Few Words About the World We're Living In

We are living and working in turbulent times. Government actions are having immediate and potentially long-term effects on the science and practice of I-O psychology. In a recent email to all SIOP members, I

outlined the actions SIOP is taking to support, inform, educate, and advocate for our members and the organizations we serve. We intend to maintain an action-oriented approach as a society, and I'll do my best to keep you informed.

As we work our way through the current challenges, let's keep in mind that the world needs I-O's help more than ever. For example, we need to do the following:

- Reinforce our long-held understanding that work decisions should be based on merit and job requirements rather than irrelevant criteria.
- Advocate for science that can guide evidence-based practices.
- Help organizations navigate how to create work environments where employees can thrive.
- Correct false assumptions or misinformation that are inconsistent with the evidence.
- Provide I-O psychology input into the future application of talent analytics.
- Play a constructive role in shaping the future workplace, including the use of AI.
- Enhance teaming and collaboration in a myriad of settings.

A Few Things I Appreciate About SIOP

During these challenging times, I don't want to overlook the positives. Here are five of the many things I appreciate about SIOP:

1. **SIOP isn't a monolithic organization.** SIOP members have different perspectives, needs, and priorities. Although this can sometimes create coordination and collaboration challenges, the benefits far outweigh the risks. When channeled constructively (e.g., assuming positive intent in others), this is a real strength of SIOP.
2. **We embrace the "mostly healthy" tension between science AND practice.** At our core, SIOP is grounded in the scientist-practitioner model. We believe in the power of science to help leaders and employees make informed decisions. We also recognize that our influence is primarily felt through the practice of I-O psychology.

Some of our members are dedicated to building and expanding the evidence base. Some are living and practicing I-O psychology every day. As a field, we're at our best when our science is guided by our practice, our practice is informed by our science, and our professors teach future SIOP members to understand and appreciate both.

3. **Industrial-organizational (I-O) psychology is dedicated to enhancing organizational effectiveness AND promoting personal well-being.** Some fields, such as finance and accounting, primarily consider the needs of the business. Others, such as clinical psychology and counseling, emphasize the needs and well-being of individuals. In I-O, we believe that both are important and that, done properly, they are synergistic and not mutually exclusive. It isn't always easy to get the balance right, but I see it as a second source of healthy tension in our field!
4. **Our members actively support the work of SIOP.** Did you know that over 700 of our members volunteer to support SIOP? They serve on committees, task forces, the SIOP Foundation, publication and editorial boards, and SIOP's Executive Board. They review conference submissions and assist in selecting SIOP award recipients. They deliver workshops and produce

informative content. I want to extend a big thank you to those of you who have volunteered. You are our engine.

I encourage you to visit SIOP's volunteer site at <https://www.siop.org/membership/get-involved/committees/> (and make sure to log in!) to raise your hand and let us know that you want to join our community of volunteers.

5. **Our Executive Board and SIOP staff genuinely care about our members and the field of I-O psychology.** Our volunteers are fantastic, but they rotate in and out of their roles over time. We couldn't run an organization with over 8,000 members without a dedicated staff. SIOP has a team of professional staff members who manage the Society on a day-to-day basis, for example, providing continuity and oversight to our committees. Additionally, our elected Executive Board provides strategic direction and guidance to SIOP.

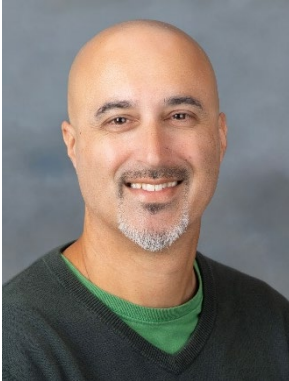
I appreciate how the EB, SIOP staff, and our volunteers strive to do what is right for our membership, the field, and society as a whole. We don't always agree, but our hearts are in the right place!

Until next time...

Scott

Max. Classroom Capacity: On Teaching in Dark Times

Loren J. Naidoo
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Dear readers,

I don't know about you, but I'm feeling a little bummed out about the current state of academia.¹ Federal funding for important research is being cut, institutions like Columbia and Harvard are being harassed by an unusually handsy executive branch, and if you are a diversity, equity, and inclusion (DEI) researcher, I wouldn't blame you for feeling like you have a target on your back. Some grad students are going into the summer without knowing whether they will receive financial support in the fall. International students are facing tremendous uncertainty regarding their immigration status and may be cancelling plans to travel out of the country to visit their families for fear that they may not be able to return, or worse. I just had a conversation with an international grad student who described living in a constant state of fear of losing her visa due to a minor traffic violation that occurred several years ago.

Given the current administration's hostility toward DEI and predilection toward inserting itself in extremely uncomfortable places (e.g., insisting on oversight of Columbia's Middle Eastern, South Asian and African Studies department²), it's not inconceivable that we could see executive orders that prescribe how we teach topics to do with race, identity, sexual orientation, and other areas that are (or become) politically disfavored. The situation looks so grim to me that I have begun advising international students who plan to apply for graduate school to strongly consider programs in other countries.

Along the same lines, SIOP felt different this year. The usual joyful reunion with old friends who I only see at SIOP was inevitably followed by a concerned discussion about the state of the country, leadership, federal funding, and attacks on academia, immigrants, the rule of law, and so forth. Strangely, I found these conversations to be a great comfort as our shared values as I-O psychologists were at the foundation of people's reactions: We are committed to education, to research, to evidence-based decisions, to the truth, to diversity and human rights, and to competent leadership. These shared values arise less from ideology or dogma than from decades of research and practice in I-O psychology. Perhaps we all can benefit



To cheer myself up, I asked ChatGPT to generate a funny image that captures the themes of my opening paragraph. Here's what it came up with. It's not bad, though I don't love that only White men are represented—AI has biases too!

from a little pick-me-up concerning the work that we do as educators in the face of attacks against education.

Our Work Matters—Now More Than Ever!

As teachers, we have an opportunity to influence our students in profound ways that may benefit and inspire them for the rest of their lives. I'm sure we can all think of teachers who played a huge role in shaping our career paths and making us the people we are today. Looking back at my PhD program at the University of Akron, I think of countless meetings with my advisor, **Bob Lord**, who treated a kid who didn't know anything as an equal with ideas worth listening to. I think of **Paul Levy**, from whom I learned so much about professionalism in the classroom (along with many other things). Andee Snell and **Rosalie Hall** taught me to love data and stats, a love which continues to this day. I think of Dan Svyantek and **Dennis Doverspike**, who showed how the field of I-O psychology is so much bigger than what's in an intro textbook. And I think of Kevin Kaut, my neuroscience prof, who gave me sound advice when I was questioning whether I should forgo teaching for a year to work with Bob Lord on a research grant. His advice: "You'll have lots of chances to teach classes in your career but not to work on a research grant with Bob Lord, a giant in our field, *you idiot!*" He was kind enough not to say "you idiot!" out loud, but looking back, I'm certain that's what he was thinking. I could go on. Whatever success I have had I owe to them and many others.

Please remind yourself that each class you teach is an opportunity to positively impact students, both in ways that you intended and ways that cannot possibly be anticipated that go far beyond the curriculum. On this latter point, I remember a Baruch undergraduate student coming to my office hours to ask how I, an immigrant like her, ended up in what, in her view, was such a vaunted position of societal importance and respect. She was the first student in her family to attend college and simply had no idea how higher education worked or where professors came from. I hope my answer helped her to understand that she can achieve her life goals as well. As I wrote in my last column, at the end of each semester, I ask students what material from the class they found the most (and least) valuable. I am often amazed at not just what students find valuable but also *why*. For example, conflict resolution is a topic in my undergraduate management/leadership class, which some students value not so much for their current or future work as managers but as a tool that they can use to navigate the generational family conflict that they are experiencing. We may think of ourselves primarily as conveyers of information, but in our students' eyes, we may be role models, parent figures, confidants, cheerleaders, and trusted mentors whose impact goes well beyond the classroom. This is a privilege and a responsibility.

Percent of U.S. adults in Each Demographic Group Who Get News at Least Sometimes From...

| | Television | Radio | Print publications | Digital devices |
|------------|------------|-------|--------------------|-----------------|
| Ages 18–29 | 46 | 27 | 18 | 91 |
| 30–49 | 51 | 43 | 19 | 91 |
| 50–64 | 72 | 51 | 26 | 87 |
| 65+ | 86 | 43 | 43 | 70 |

Extracted from Pew Research Center (September, 2024) News Platform Fact Sheet³

As I-O psychologists, we have a lot to offer students, given the challenges that we are currently facing in the USA. The research skills we teach can help students to better process and evaluate claims, a critically important capacity for living in a confusing and disorienting media environment. Many of our students have grown up in a world where they do not rely on the nightly news to gain a clear sense of the state of

the world and where much of the news reaches them through the lens of social media.⁴ Conducting a literature review, evaluating research findings against methodology, and considering the quality of sources of evidence that underlie claims—these are all skills that we teach in our classes that provide students with tools that can help them make sense of the world.

Teaching the value of DEI has perhaps never been more important since the passing of the Civil Rights Act of 1964, given the many efforts to ban DEI programs⁵ and the ideological polarization around this issue.⁶ I had an undergraduate student who was a vocal supporter of President Trump ask me what I thought about “all of this DEI stuff.” I responded by saying that we should first be clear on what we mean by DEI. The “D” is for diversity. We know from research on team performance that diverse teams have long-term advantages over homogenous teams, in part because having a greater diversity of viewpoints is a resource that benefits decision making.⁷ Organizations value diversity because it provides tangible benefits to their bottom lines, among other reasons.⁸ Equity is about providing equal opportunities to all and helping people overcome barriers. We know that historically, in the USA, some groups have faced significant barriers (e.g., Blacks being enslaved, women not being allowed to vote, etc.) and that these barriers don’t go away by themselves. Inclusion is the idea that we should encourage and support participation in work by all parties, especially those who may encounter barriers that prevent them from participating. I asked him what about DEI he objected to. We had a productive conversation about the issues. I think he understood “DEI” initiatives to be the practice of hiring less qualified minorities and women over more qualified White people and men due to hiring quotas or decision makers’ biases against the majority group. I assured him that I would be against this as well and that such an approach would likely be unlawful. But I also suggested that his view of DEI was not a fair characterization of DEI goals or practices in general. You may have had a different set of answers than the ones I came up with, but what I imagine would be common of most I-O psychologists’ responses would be to (a) define constructs so we know what we are talking about, (b) review existing evidence and theory, and (c) form conclusions with an appropriate level of caution. I think it’s valuable to have these conversations with our students, though they can be difficult and scary.

I believe that our field tends to think about the psychology of work more from the perspectives of employers or organizations than from the perspectives of employees or the communities in which organizations operate.⁹ As such, we may have a tendency not to be too rebellious against these authorities, given that they tend to fund much of our work. Similarly, many I-O psychologists who teach have government contracts or relationships with government clients that they don’t want to jeopardize. There are, perhaps, more reasons now than ever before to keep one’s head down and avoid the roaming gaze of the executive branch.¹⁰ However, I hope that we will continue our duty to teach I-O psychology, even if some of our teachings run counter to prevailing political headwinds. The state of higher education in the USA is scary and dark right now. But that also means that the work we do can shed even more light.

As always, please email me to share your views, disagreements, experiences, or to just say hi:
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Notes

¹ <https://www.nature.com/articles/d41586-025-01289-4>

² <https://www.theguardian.com/us-news/2025/mar/21/columbia-university-funding-trump-demands>

³ <https://www.pewresearch.org/journalism/fact-sheet/news-platform-fact-sheet/>

⁴ <https://www.pewresearch.org/journalism/fact-sheet/news-platform-fact-sheet/>

⁵ <https://www.nytimes.com/2024/03/02/us/university-florida-dei.html>

⁶ <https://www.pewresearch.org/social-trends/2023/05/17/diversity-equity-and-inclusion-in-the-workplace/>

⁷ This was, inevitably, an oversimplification: e.g., van Knippenberg & Schippers (2007).

⁸ <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-matters-even-more-the-case-for-holistic-impact>

⁹ It's always risky to make such a generalized claim, and you may disagree with me on this. There are certainly some trends in the opposite direction (e.g., well-being, DEI, work–nonwork interface). But I think the historical roots of our field and the fact that in most of the work that we do as I-Os, the client is the organization or the government entity, not the individual employee, support my view. I encourage you to read the work of my former colleague at Baruch College, [Joel Lefkowitz](#) (2008), and others like him who have argued (far more eloquently than I ever could) for a more humanist approach to I-O psychology.

¹⁰ E.g., I wondered whether writing this column was a smart thing to do. I guess I'm not that smart.

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Solo I-O: How Lone I-Os in Organizations Move the Needle

Sy Islam

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UPS Store

Nathan Price

The Academic I/O and University of Minnesota

For much of the field's history, I-O psychology has faced branding challenges (Nolan et al., 2014). The lack of awareness about I-O psychology can prove to be a challenge for many I-Os working as individual I-Os in organizations. Based on the results of the annual membership survey (Griswold et al., 2023), one key desire of SIOP members is a connection to a larger community. SIOP members find benefit in the annual conference and some of the resources provided by the organization but are still looking for additional ways to be a part of the community.

Rarely do I-O psychology practitioners have the title of I-O psychologist or I-O psychology practitioner, even at the doctoral level (SIOP, 2022). This indicates that many I-O psychology practitioners work within a variety of industry silos, such as human resources, talent development, consulting, and coaching (SEBOC, 2023). Human resources professionals and talent development practitioners have a much larger population of practitioners than the field of I-O psychology. Relative to about 340,000 members across 180 countries at [SHRM \(2025\)](#) and 30,000 members across 120 countries at Association for Talent Development (ATD), as of January 2025, the Society for Industrial and Organizational Psychology had a paid membership of just under 7,000 (6,919 exactly) and a similar number ($n = 6575$) of recent lapsed memberships (members from 2022 who were unpaid in 2023 or 2024; Chetta, 2025). This distinction often exacerbates the lack of connection highlighted by the SIOP membership survey, when our I-O practitioners are frequently surrounded by HR or talent development practitioners who might not even be aware of what I-O psychology is. A study of HR practitioners in 2023 revealed that only 38% were familiar with I-O psychology (Smith et al., 2023).

Results from the practitioner survey (Solberg & Porr, 2019) indicate that practitioners are looking for regional resources and methods for connecting with other I-Os. This finding indicates that many I-Os

wish to feel connected to others in the field. The desire for connecting with others in their organization is an indication that I-O psychology practitioners wish to promote the best science possible within their workplaces but are often unable to do so because they are the only I-Os in their organization (Rotolo & Church, 2012). This lack of impact is exacerbated by the scientist–practitioner gap and the limited ability of many I-O psychology practitioners to communicate the science of I-O effectively.

Schiemann and Ulrich (2017) highlighted the desire of I-O psychology practitioners to have an impact on the field and the world in which they work. Many I-O psychology practitioners work in unique industries and are striving to make an impact on their organizations. Hyland (2023) suggested that in response to concerns that I-O psychology as a field has lost its way, I-O psychology practitioners engage in self-reflection. Further, HR and talent management areas of organizations often adopt new approaches or tools/technologies without deliberate evaluation of their scientific foundations and true return on investment; many lone I-Os frequently face the challenges of managing the pressure of senior leadership's expectations and applying I-O best practices that would best guide decision making (Rotolo et al., 2018). We wish to help what we refer to as lone I-Os or I-O psychology practitioners who are the only ones in their organization, job title, or industry with I-O psychology training. These lone I-Os require additional skills (i.e., political, communication, stakeholder management, business acumen) to implement their knowledge within organizations. The proposed alternative session will allow attendees to (a) develop a sense of what an I-O psychology practitioner can do within an organization on their own, (b) help attendees understand their ability to communicate science, and (c) explore nontraditional I-O psychology career paths. Our panelists have unique expertise in each area. We believe that this format will allow students, practitioners, and academics in career transition to ask specific questions and learn techniques to manage their careers while still delivering impact as a lone I-O.

Overall Session Description

We successfully delivered a 50-minute interactive session designed to support attendees navigating their careers as lone I-Os. Each facilitator was stationed at a designated table to share insights from their unique professional experiences and guide participants through common challenges faced when working without a community of I-O peers. The session began with an 8-minute overview of the format and the introduction of the facilitators. The approximately 50 attendees were divided across three tables, rotating every 10 minutes to engage with each facilitator group. Attendees were encouraged to rotate but were welcome to stay at any particular table. The facilitators and participants were tasked to write valuable pointers on the provided sticky notes. **Emily Liner** served as the session timekeeper and notetaker, documenting key insights for later analysis.

The first table was led by Lauren Haber and Anthony Mallardi and focused on lone I-Os working in human resources (HR). The facilitators opened up the discussion by asking participants to describe their current role (student, HR professional, aspiring to break into the HR field, etc.) to gauge what the demographic majority of the group was. The facilitators used this information to guide the discussion and keep responses relevant. Following this, the facilitators opened the table up to participant questions to generate talking points on particular concerns, experiences, or insights that ignited topics for discussion with participants. If participants did not have specific questions or topics that they wanted to discuss, the facilitators were prepared with sample discussion topics to initiate the conversation. The facilitators took turns writing summarized points from participants on sticky notes, highlighting skills, knowledge, and competencies for successfully navigating and moving the needle as a lone I-O.

The second table, facilitated by Jason Guttadauria and Nathan Price, focused on the experiences of lone I-Os navigating nontraditional and unique career paths. The facilitators were intentional in framing the conversation through participant-driven questions, allowing the discussion to evolve in response to the group's interests and lived realities. This created a dynamic space where the diverse professional backgrounds of attendees could meaningfully shape the dialogue. The facilitation flowed organically: One facilitator would share insight from their experience, which the other would build upon, inviting layered reflections from the participants. By intentionally alternating between leadership and team member perspectives, the facilitators cultivated a synergistic atmosphere grounded in communal exploration and shared learning.

Michael Chetta and Sy Islam led the third table. They concentrated on consulting practices that support lone I-Os within various organizations. The facilitators opened up the discussion by explaining how they have supported lone I-Os in organizations. The facilitators then elicited challenges that the lone I-Os felt within their organizations and how working with a consulting organization might mitigate these challenges. The discussion eventually came to focus on how lone I-Os could build community and how having support from other I-Os or a consulting team would be helpful in accomplishing their goals.

After the three rounds of discussions, the final 10 minutes were reserved for reporting a summary and important themes from each table as a closing reflection.

Learnings

I-O practitioners often find themselves as the sole expert in their organization—navigating the complexities of applying psychological principles to workplace challenges without the support of a dedicated I-O team. These individuals face unique hurdles, such as educating colleagues about the field, advocating for evidence-based practices, and influencing organizational decisions. During the table discussions, key themes emerged to help lone I-Os operate in and influence their organization.

1. Communication and Relationship Building

- **Adapting communication:** All tables emphasized the importance of tailoring communication to the audience. This means avoiding jargon, using language that is easily understood by non-I-O professionals (like business leaders), and being able to explain complex concepts in simple terms.
- **Building trust and credibility:** Establishing trust and rapport with clients or colleagues is crucial. This involves being authentic, transparent, and relatable.
- **Stakeholder management:** Effectively managing relationships with various stakeholders, including leaders and other professionals, is key to getting I-O ideas implemented. This often includes educating stakeholders about the value of I-O psychology and building alliances to support initiatives.

2. Applying I-O Psychology in Practice

- **Practical application:** There's a strong focus on translating I-O principles and research into practical solutions that address real-world organizational problems. It's important for practitioners to be particularly resourceful in adapting these principles to their organization's specific context or terminology.
- **Data-driven decision making:** Using data to inform recommendations and demonstrate the value of I-O interventions. This includes presenting data in a way that resonates with business leaders, such as demonstrating the ROI. Furthermore, by collecting data before and after an intervention, practitioners can provide deeper data insights for future initiatives.

- **Navigating organizational constraints:** I-O professionals, especially those working alone, often work in environments with limited resources, tight deadlines, or organizational politics. In order to navigate these challenges and deliver valuable results, practitioners are encouraged to identify allies, be prepared to compromise, and consider pilot projects wherein small wins can be celebrated.
- **Focus on business goals:** Connecting I-O work to the overall business strategy and demonstrating how it can contribute to organizational success is essential. Although I-O psychology may be a lesser known field, it can be the bridge between science and business.

3. Professional Development and Expertise

- **Continuous learning and networking:** For lone I-Os, it is especially important to maintain their expertise without the support of in-house colleagues. This includes staying up to date with the latest research, trends, and best practices in the field. Consider seeking out new knowledge, connecting with professional networks (like SIOP) and learning from other organization's initiatives.
- **Confidence and expertise:** Lone I-Os should be confident in their knowledge and abilities. Avoid language like "it depends," particularly for lone I-Os in HR, and other language that may not instill confidence in stakeholders.
- **Defining your role:** Setting clear boundaries about your expertise and what you can offer is important for managing expectations and ensuring that you are used effectively within an organization. Lone I-Os often need to advocate for the appropriate use of their skills.

4. Change Management and Influence

- **Driving change:** I-O professionals, particularly lone I-Os, often act as agents of change within organizations. This involves challenging outdated ideas, introducing new perspectives, and helping organizations adopt evidence-based practices.
- **Gaining buy-in:** Effectively communicating the value of I-O psychology and presenting data in a compelling way is essential for getting stakeholders to support I-O initiatives. This includes reframing the work you're doing in a way that gets people thinking, translating statistical information into something practical such as ROI, and linking it with business strategy, giving the organization good advice based on the expertise we have.
- **Strategic thinking:** I-O professionals need to be able to think strategically about how their work can contribute to the long-term success of the organization. Lone I-Os often have a broad view of the organization, which can facilitate strategic thinking.

Conclusions

Overall, the feedback we received about this session was positive and the learnings indicated that lone I-Os may need more attention from the larger SIOP community. Additional resources around communicating and navigating organizational constraints may be useful for lone I-Os. It may be advisable for SIOP to invest in resources for this group as a way to retain membership and help the field thrive.

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**The Best Defense Is a Good Offense:
How I-Os Can Proactively Defend I-O Values in Politics and Public Policy**

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Industrial-organizational (I-O) psychologists have traditionally focused on individual (e.g., employee performance, motivation), dyadic (e.g., leadership, coaching), team (e.g., dynamics, collaboration), and organizational levels (e.g., culture, structure). However, their impact on societal- or policy-level changes has been comparatively limited. In contrast, other psychology domains have significantly influenced societal and legal advancements, such as developmental psychology informing child welfare legislation (Bronfenbrenner, 1979), clinical/community psychology addressing worker stress and burnout (Duffy, 2011), and social psychology aiding civil rights progress (Clark & Clark, 1950). I-O psychology occasionally engages proactively—such as developing fair selection guidelines (Cascio & Aguinis, 2001) or through expert testimony, like **Nancy Tippins'** congressional testimony (Tippins, 2023). However, typically, I-Os await what the government dictates and ensure compliance.

We argue that I-O needs to be active and take steps to bring about change directly. Working within existing systems dramatically limits I-O psychologists from achieving their humanitarian goals. According to the Society for Industrial and Organizational Psychology's mission statement, I-O psychologists aim “to enhance human well-being and performance in organizational and work settings by promoting the science, practice, and teaching of I-O psychology.” (SIOP, n.d.). To maximize our ability to achieve these humanitarian goals, I-O psychologists need to play a part in efforts to create societal forces and environments that cultivate the specific desired ways of helping people.

We argue that I-O psychology can proactively create change at the highest level by assisting politicians with I-O-aligned values get elected. Because our edicts arise from federal and state-level guidelines, I-O psychologists must actively instill those guidelines by promoting politicians with campaigns more aligned with those values.

The Importance of Value Alignment Between Society and the Field of I-O

Defining I-O psychology's values is a very complicated question due to how diverse the values are across many members and domains of this field. This is because members' values differ based on social position, upbringing, education, occupation, and cultural identity. There has been much written about how business-oriented values can come in conflict with psychology-oriented values, sparking debates about whether our field should be deontology versus consequentialism versus virtue ethics oriented (see Lefkowitz, 2023, for a comprehensive I-O values discussion). There are even arguments that I-O should be neutral for the sake of science. However, the choice of research topics, interpretation of findings, and methodological biases all can subtly reflect personal, cultural, or political values. Regardless of what the field's main values ought to be, there are times when I-O psychologists try to do research and applied work, but the ability to do I-O work or I-O work's impact can be drastically limited due to the political environment.

Political administrations do not necessarily adopt pro-I-O value-based policies, limiting I-O psychologists' effectiveness. So whenever that happens, I-O psychologists should go on the offensive to make sure the field's values are defended by making sure societal policies align with I-O values. In order to maximize the impact of I-O work at individual, team, and organizational levels, I-O psychologists must advocate for societal and policy changes that create environments where such I-O work can thrive. A clear way that I-O psychologists can do this is by addressing inefficiencies in pro-I-O political campaigns. I-O psychology is in a unique position where it needs to advance its values, but because helping organizations succeed by addressing inefficiencies is one of the primary abilities of I-O, I-O psychologists also have the power to accomplish those goals.

Current Inefficiencies in Political Campaign Organizations

Inefficiency 1: Bureaucratic Delays and Red Tape

Campaign operations are frequently bogged down by complex paperwork, compliance rules, and approval processes, such as finance reports, lobbying disclosures, and ballot-access petitions. These obligations are especially taxing for small or local campaigns, where limited staff spend most of their time on compliance rather than engaging voters. This slows decision making, limits flexibility, and fuels public distrust—only 4% of Americans believe the political system works well (Ax, 2024; GAO, 2022; Pew Research Center, 2023).

Inefficiency 2: Organizational Silos and Culture Issues

Teams and departments within campaigns often operate independently, leading to limited communication, misaligned goals, and duplication of work. Data are hoarded rather than shared, and internal metrics like email counts are prioritized over actual voter outcomes. National campaigns may implement centralized platforms, but smaller campaigns often lack the tools and staff needed to foster collaboration or strategic alignment (Congressional Management Foundation, 2022; PMC, n.d.).

Inefficiency 3: Outdated Technology and Infrastructure

Many campaigns rely on legacy databases and aging IT systems that are difficult to integrate or secure. Digital tools used for key functions—like volunteer coordination and donation tracking—are often

untested and vulnerable to failure. The Iowa caucus app collapse in 2020 highlighted these risks (Thompson, 2020). Manual work-arounds drain time and increase errors, particularly in underfunded campaigns that cannot afford better infrastructure.

Inefficiency 4: Poor Data Utilization and Analytics

Despite access to valuable data—such as voter files, social media engagement, and donation records—many campaigns do not use them effectively. Outdated systems, legal constraints, and lack of expertise lead to broad, untargeted messaging. As a result, outreach becomes more expensive and less impactful, reducing engagement and eroding confidence among volunteers and donors expecting modern, data-driven strategies (Yale Institution for Social and Policy Studies, n.d.).

Inefficiency 5: Fragmentation and Lack of Strategic Alignment

Multiple campaigns and advocacy organizations frequently send uncoordinated or redundant messages to the same audiences. This lack of alignment wastes resources and fails to reach important constituencies. Without a shared strategy or platform, groups compete for limited volunteers and donors. Billions could be saved with better coordination and shared infrastructure, but organizational boundaries and misaligned incentives remain major obstacles (GAO, 2024; Pew Research Center, 2023).

Inefficiency 6: High Costs and Resource Waste

Campaign spending continues to climb with diminishing returns. The 2020 election cycle cost \$14.4 billion—twice as much as 2016 (Evers-Hillstrom, 2021). Consultants often work on commission, encouraging inflated budgets, whereas lobbying redirects spending toward special interests. These inefficiencies are reinforced by political gridlock and a lack of accountability, further eroding voter trust and democratic responsiveness (Cato Institute, n.d.; Center for American Progress, 2016).

Applying I-O Psychology to Support Political Campaigns

Although I-O psychologists are traditionally not found within political campaigns, they are uniquely suited for addressing the inefficiencies that campaigns described. From a job analytic perspective, I-O psychologists' specific knowledge, skills, abilities, and other (KSAOs) traits support a specific set of work specialties, which align with the needs of political campaigns. O*Net Online lists 13 different work activities that I-O psychologists perform. Although not grouped by O*Net online hierarchically, we see four underlying themes emerge, which will likely not surprise many in the field: business, science, technology and methodology development, and legal. The following section links each work activity of each theme with specific campaign inefficiencies identified.

Table 1.

Mapping I-O Psychologist's Work Activities to Broader Categories of Specialization

| Skill category | Work activities | Inefficiencies addressed |
|-----------------------|---|---|
| Business | Advise others on business or operational matters. | Organizational silos and culture issues |
| | Confer with clients to exchange information. | Fragmentation and lack of strategic alignment |
| | Counsel clients on mental health or personal achievement. | High cost and resources waste |
| | Train personnel in technical or scientific procedures. | |

| | | |
|--|---|---|
| | Develop educational programs. | |
| Science | Conduct scientific research of organizational behavior or processes. Prepare scientific or technical reports or presentations. Collect information from people through observation, interviews, or surveys. | Organizational silos and culture issues Fragmentation and lack of strategic alignment Poor data utilization and analytics |
| Technology and methodology development | Develop methods of social or economic research. Administer standardized physical or psychological tests. | Outdated technology and infrastructure Poor data utilization and analytics High cost and resources waste |
| Legal | Review professional literature to maintain professional knowledge. Testify at legal or legislative proceedings. Mediate disputes. | Bureaucratic delays and red tape |

Source of work activities: O*NET online

How I-O Psychologists Can Offer Business-Oriented Solutions for Campaigns

Advise Others on Business or Operational Matters and Confer With Clients to Exchange Information

I-O psychologists are uniquely equipped to address both of these work activities associated with the business category in Table 1. For example, I-Os are traditionally focused on giving business or operational advice for businesses using utility analysis models (Boudreau & Ramdstad, 2002; Carretero-Gómez & Cabrera, 2012; Sturman, 2012). Similar cost–benefit, analysis-informed advice can be given for political organizations that have limited budgets and aim to maximize the dollar-to-voter engagement or vote conversion (addressing Inefficiency 6). One organizational need that can be prioritized in a cost–benefit analysis is recruiting and retaining good candidates for political positions—also requiring alignment among various teams (addressing Inefficiency 2 for silos) and preventing duplicated efforts (addressing Inefficiency 5 for fragmentation). Aligning candidates with stakeholder (i.e., voting base) goals can foster voter engagement and establish meaningful connections with both new and existing voters.

Counsel Clients on Mental Health or Personal Achievement

Campaign work is notoriously stressful, with reports of high burnout and increased need for well-being initiatives (Brittney, 2024; BurnoutNutrition, n.d.; Villa, 2019). This environment of long hours, tenuous job security, and public scrutiny not only affects performance but can also indirectly contribute to wasteful staffing practices (addressing Inefficiency 6). Additionally, unaddressed stress can exacerbate communication breakdowns (addressing Inefficiency 2) and misalignment between campaign subgroups (addressing Inefficiency 5). Specialized I-O psychologists have substantial expertise related to occupational health psychology, including stress and burnout frameworks and interventions at the primary, secondary, and tertiary levels. Examples include implementing employee assistance programs (EAPs), offering mindfulness training, and providing individual resilience coaching.

Train Personnel in Technical or Scientific Procedures and Develop Educational Programs

Training personnel in technical or scientific procedures and developing comprehensive educational programs are essential activities that drive campaign success—yet are often neglected or poorly structured (addressing Inefficiency 2). Enhanced training correlates with increased voter contacts, efficiency, and volunteer retention—thereby conserving resources (addressing Inefficiency 6). For example, the Obama 2008 training boot camps and subsequent digital training modules (McLoughlin, 2025) illustrate successful skill transfer. Although technical training provides the foundation for campaign efficiency, the effectiveness of these efforts often hinges on the successful engagement and management of a largely volunteer workforce.

Training and Working With Volunteers.

Given that a significant proportion of political campaign staff consists of volunteers, I-O psychologists equipped with knowledge of the latest volunteer research are able to maximize this critical workforce (addressing Inefficiency 6). This involves understanding how to align volunteer motives (e.g., career advancement, skill development) with volunteer tasks to impact volunteer satisfaction and outcomes (e.g., engagement, retention; Stukas et al., 2009), fostering organizational commitment through bonding with coworkers and enhancing identification with employers (Pfeffer et al., 2022), and having effective communication practices within internal volunteer organizational structure to maximize volunteer identification and retention (Bauer & Lim, 2019). In addition, effectively leveraging this volunteer workforce also requires a robust infrastructure to support their coordination and oversight—a task that often falls to middle management, where the risk of burnout is notably high. I-O psychologists can use their skills to make sure these designed infrastructures are able to address the needs of volunteers and mitigate burnout experienced by middle managers of volunteers.

How I-O Psychologists Can Offer Scientific Support for Campaigns

Conduct Scientific Research of Organizational Behavior or Processes

I-O psychologists can investigate team structures and communication patterns to uncover the root causes of silos (addressing Inefficiency 2) and fragmentation (addressing Inefficiency 5). Network analyses or structured interviews with campaign staff can reveal coordination gaps and inform solutions like cross-functional teams or better data-sharing systems (also linked to Inefficiency 4 if data are underutilized). Surveys and focus groups across campaign groups can further assess alignment on mission and strategy to reduce duplicated efforts.

Prepare Scientific or Technical Reports or Presentations

I-O psychologists can translate complex findings into actionable insights. To tackle poor data usage (addressing Inefficiency 4), they might compare broad messaging versus microtargeted strategies, drawing from evidence on voter engagement. Clear reports can also demonstrate how ignoring communication breakdowns (Inefficiency 2) and fragmentation (Inefficiency 5) raises costs and weakens staff morale—prompting more informed changes in data practices and resource allocation.

Collect Information From People Through Observation, Interviews, or Surveys

I-O psychologists excel at gathering insights from people. They can interview staff across departments or advocacy groups to identify collaboration barriers and overlapping efforts (addressing Inefficiencies 2

and 5). For data inefficiency (Inefficiency 4), observing how volunteers enter data or staff use analytics can reveal obstacles to informed decision making—paving the way for improved systems. By applying these science-based skills, I-O psychologists help foster collaboration, strategic alignment, and effective data use—enabling political organizations to operate more efficiently and credibly.

How I-O Psychologists can Offer Methodological and Technological Solutions for Campaigns

Develop Methods of Social or Economic Research

Machine learning-powered predictive modeling enhances forecasting by integrating onboarding data, social media, and campaign metrics into modern cloud pipelines. This holistic approach replaces fragmented legacy systems and curbs the risk of catastrophic failures, as exemplified by the 2020 Iowa caucus. Moreover, predicting attrition lets campaigns implement retention strategies instead of constantly re-recruiting.

Campaigns can further refine operations with automated text analytics. Rather than relying on manual data entry for phone banking and field reports, natural language processing tools can categorize feedback, detect sentiment, and flag policy concerns. This reduces the time and errors tied to outdated databases (Inefficiency 3) and fosters sophisticated microtargeting (Inefficiency 4). With real-time dashboards, campaign leaders can allocate budgets more precisely, increasing returns on each dollar spent (Inefficiency 6). Built-in cybersecurity features—including data encryption and multifactor authentication—also mitigate vulnerabilities that often arise when disparate, legacy systems share sensitive voter information.

I-O psychologists often create computational tools to facilitate adopting and implementing those techniques across a range of users. Hernandez and Nie (2023) created a fully automated system for developing personality assessments. Louis Tay developed the ecological momentary assessment and experience sampling methodology platform Expiwell (Tay, n.d.).

Beyond creating database-driven applications, I-O often uses RShiny to make R packages web accessible through point-and-click tools. Examples include online applications to examine publication trends (Rigby & Traylor, 2020), pareto-optimize predictive models (Song et al., 2017), and metaanalyze across different levels (Gooty et al., 2021), among others.

In campaigns, these skills can translate to well-designed technology platforms—ranging from campaign management dashboards to custom mobile applications—to help campaigns automate data entry, quickly pivot strategy, and scale resource usage up or down as needed. Iterative, user-centered design lowers the risk of tech failures and creates robust, secure infrastructure (Inefficiency 3). More strategically, aligning budgets with data-driven insights helps cut overspending and directs funds toward initiatives that most effectively engage volunteers and voters (Inefficiency 6).

Administering and Developing Assessments

Administering standardized psychological assessments can significantly enhance multiple campaign functions. Such assessments serve important roles, including (a) evaluating personality traits, cognitive abilities, and overall job fit among candidates and staff and (b) ensuring that campaign roles are staffed by individuals whose skills, competencies, and personal dispositions align well with specific job requirements. For example, research has documented the value of psychometric assessments in

selecting political candidates, demonstrating correlations between personality test results and subsequent campaign performance (Silvester, 2014; Silvester & Wyatt, 2014).

Given their expertise in psychometric theory, test construction, and validity assessment, I-O psychologists can greatly enhance a campaign's ability to accurately measure critical competencies and attributes, ultimately improving personnel decisions and overall campaign effectiveness. For example, I-O psychologists can create tailored assessments that measure the nuanced attributes needed for campaign effectiveness. By capitalizing on computer adaptive testing (CAT), campaigns minimize the number of questions asked while preserving accuracy—thereby cutting administrative costs (Inefficiency 6) and streamlining data analysis (Inefficiency 4). These assessments, if linked to a centralized database, yield immediate insights about staff or volunteer readiness and skill fit.

To track morale and voter sentiment over time, I-O psychologists can design pulse surveys and sentiment trackers. Frequent, short surveys pinpoint when volunteer engagement begins to wane, enabling managers to intervene before attrition spikes. Public sentiment trackers, meanwhile, capture real-time shifts in voter preferences, guiding agile adjustments to campaign messaging. By pooling these metrics in integrated dashboards, campaigns can avoid costly duplication of efforts across departments and dismantle data silos (Inefficiency 4).

Collectively, I-O psychologists equipped with technology and analytics expertise can dramatically reduce operational friction by merging forecasting, automated assessments, real-time monitoring, and modern tool development. This alignment not only generates cost savings but also amplifies a campaign's capacity to adapt and innovate.

How I-O Psychologists Can Offer Legal Support for Campaigns

Professional Literature Review

By reviewing professional literature and staying informed on the latest campaign finance regulations, lobbying disclosures, and ballot access requirements, I-O psychologists can translate these updates into practical guidelines, alleviating procedural backlogs (addressing Inefficiency 1). For instance, an I-O professional might synthesize new state regulations on ballot access petitions into a concise checklist, sparing local campaigns the burden of deciphering dense legal texts. This not only expedites filing but also ensures accuracy, minimizing delays in voter engagement.

Testify at Legal or Legislative Proceedings

The ability to testify at legal or legislative proceedings allows I-O psychologists to advocate for streamlined policies that reduce bureaucratic gridlock (addressing Inefficiency 1). Drawing on data from compliance-laden campaigns, an I-O psychologist could present evidence of how smaller campaign teams suffer disproportionate administrative burdens, ultimately hampering effective mobilization. By highlighting these inefficiencies in front of legislative bodies, they help shape more streamlined requirements—such as simplified finance reporting systems—directly addressing the time sink smaller campaigns typically endure. The result is a potential shift toward more efficient procedures, boosting the likelihood of meaningful voter outreach and possibly increasing public trust.

Mediate Disputes

I-O psychologists can mediate disputes that arise when campaign staff and regulatory agencies like the FEC clash over procedural misinterpretations or delayed approvals—another direct means of reducing bureaucratic deadlock (addressing Inefficiency 1). For example, if a local campaign's finance department is embroiled in a conflict with state officials over the late submission of lobbying disclosures, an I-O mediator could step in to clarify expectations and develop a resolution framework. Such mediation prevents costly legal battles and delays of critical campaign tasks like strategy and voter contact.

Through continuous literature review, legislative testimony, and skillful mediation, I-O psychologists help reduce the bureaucratic tangles that plague political campaigns. By streamlining compliance processes, advocating for more effective regulations, and resolving conflicts promptly, these professionals enable campaigns to focus on core goals such as outreach and voter engagement.

Call to Action

The current state of political organizations offers both challenges and opportunities for I-O psychologists. I-O psychology is uniquely positioned to provide strategic advantages to political campaigns, which allows for greater protection of its values. Using this outline and examples above, we urge aspiring I-O colleagues to offer their services to campaigns, shifting the paradigm from working within legal dictates to playing a more active role in dictating the law.

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Vicarious Trauma and the VOTE Index

Ezra N. S. Lockhart

Abstract: In this article, I reflect on my personal experience participating in the VOTE study and how it will shape my approach to supporting supervisees facing vicarious trauma. I discuss how the findings from the VOTE Index highlight the importance of addressing vicarious trauma within mental health organizations. Beginning with the creation of a trauma-informed organizational culture, I emphasize the need for all members to understand and acknowledge the impacts of trauma on both clients and staff. I also explore systemic change and policy integration, advocating for the implementation of trauma-informed care practices, peer support structures, and policies that prioritize the well-being of mental health professionals. I then shift focus to leadership strategies, offering actionable recommendations for leaders to champion these changes, including fostering supportive supervision practices, advocating for work-life balance, and ensuring access to mental health resources. Finally, I discuss fostering a sustainable, supportive environment, emphasizing the need for ongoing training, wellness programs, and staff check-ins to ensure long-term support. By integrating these strategies, I propose a comprehensive, actionable framework that addresses vicarious trauma at both the individual and organizational levels. I conclude with a call to action for leadership and organizations to take meaningful steps toward creating healthier, more resilient work environments for mental health professionals.

Addressing Vicarious Trauma in the Workplace: A Call for Industry Support

As a supervisor in the mental health field, I have long observed the profound effects that vicarious trauma can have on professionals who work with trauma survivors and people in crisis. I have witnessed firsthand how this “second-hand” trauma affects my supervisees—whether it manifests as emotional exhaustion, difficulty separating work from personal life, or signs of burnout. This phenomenon, commonly referred to as vicarious trauma, is not a new concept, but it has become increasingly urgent as we learn more about how exposure to clients’ traumatic experiences affects mental health professionals (Figley, 2002).

In the spring of 2023, I had the privilege of participating in a study led by Dr. Beth Stelson, PhD, MSW, LSW, MPH, and postdoctoral research fellow at the Harvard T.H. Chan School of Public Health. This study aimed to develop and test the Vicarious Occupational Trauma Exposure (VOTE) Index, a tool designed to measure and identify the specific ways in which professionals like myself are exposed to trauma in the workplace (Stelson et al., 2024). My involvement in the study was particularly meaningful because it focused on identifying and measuring the sources of vicarious trauma exposure rather than merely addressing its symptoms. For years, I have worked with my supervisees to manage the emotional toll of their roles, but understanding the root causes of their exposure to vicarious trauma is a critical step toward systemic change (Lockhart, 2024).

The VOTE Index serves to identify the types of trauma exposure in our work, how frequently we encounter it, and the intensity of that exposure. I find this tool particularly valuable as it not only validates the struggles that my supervisees face but also provides a framework to guide my supervision practices moving forward. I will discuss how I support my supervisees in managing vicarious trauma and explore the need for organizational change to better support the mental health of the workforce.

What I Have Learned From the VOTE Index Research

The VOTE Index categorizes exposure into four domains: clients sharing their trauma histories, receiving and reviewing trauma-related evidence, documenting and reporting trauma, and exposure through colleagues (Stelson et al., 2024). My involvement in the study has not only deepened my understanding of these categories but also highlighted the variability of exposure across different roles within the mental health field. The empirical findings of the study, which included data from over 1,400 substance use disorder (SUD) professionals, revealed strong correlations between vicarious trauma exposure and indicators of secondary traumatic stress, psychological distress, and job satisfaction (Stelson et al., 2024). This connection is critical for me as a supervisor because it provides a clear framework for identifying which aspects of my supervisees' work contribute to their emotional burden.

Moreover, the VOTE Index demonstrated high reliability, with scores remaining stable over a 2-week period, and its validity was shown to correlate significantly with established measures of secondary traumatic stress (Stelson et al., 2024). This is an important aspect of my supervision practice—having a reliable tool to assess vicarious trauma exposure helps me better understand the challenges my supervisees face, allowing for more targeted interventions.

Supporting Supervisees Through Vicarious Trauma

As a supervisor, my role extends beyond overseeing the day-to-day tasks of my supervisees to prioritizing their well-being and resilience in the face of challenges like vicarious trauma. Recognizing the emotional and psychological toll that this trauma can take on mental health professionals, I aim to create a supportive environment that acknowledges these burdens (Figley, 2002). By cultivating a space where supervisees feel comfortable discussing the impact of their work, I can better understand the sources of their stress and provide the necessary support to help them manage it effectively.

To assess the individual needs of my supervisees, I begin by maintaining open lines of communication. I make it a priority to create a space where they feel comfortable discussing their emotional experiences and vulnerabilities. Through regular one-on-one supervision meetings, I not only review their casework but also

check in on their personal well-being. This practice encourages supervisees to reflect on their emotional responses to their clients' trauma, allowing me to identify potential signs of vicarious trauma or burnout.

For example, I had a supervisee who worked with individuals struggling with severe substance use disorders. This supervisee, though passionate and committed, began to exhibit signs of emotional fatigue—irritability, withdrawal, and a reduced ability to empathize with clients. After observing these shifts, I initiated a conversation about how they were managing the emotional toll of their caseload. Through this discussion, it became clear that they were absorbing too much of their clients' distress without taking the necessary steps to process their own feelings. I implemented a twofold approach: First, I recommended they engage in reflective supervision, which emphasizes self-awareness and processing emotional responses, and second, I encouraged them to incorporate more frequent breaks and mindfulness techniques into their routine to recharge.

Had the VOTE Index been available during my tenure as the inaugural program manager for Colorado Crisis Services, I would have integrated it as a key tool to tailor my support for supervisees. The VOTE Index provides valuable insights into the specific sources and intensity of vicarious trauma exposure for each individual, allowing for a more targeted and informed approach. With this tool, I could have better understood which aspects of my supervisees' roles—whether it was client interactions, case documentation, team meetings, or other work-related stressors—were contributing most to their emotional and psychological stress.

Using these data, I would have been able to adjust their caseloads, redistribute responsibilities, or offer additional support in particular areas, such as debriefing sessions after difficult cases or extra time for self-care. For example, if the VOTE Index highlighted that a supervisee was consistently exposed to traumatic stories from clients but struggled with case documentation as a stressor, I would have been able to modify their documentation responsibilities or ensure they received extra support in those areas. This approach would have helped me provide a personalized, data-driven level of support, ensuring that each supervisee received the care they needed based on their unique needs and vulnerabilities. Instead, I relied on informal methods such as regular check-ins and reflective supervision to understand the emotional toll on my team. However, had the tool been available, it would have certainly enhanced my ability to offer more targeted interventions, making it an invaluable resource in creating a healthier, more sustainable work environment.

Encouraging a healthy work-life balance is crucial to mitigating vicarious trauma, so I take proactive steps to help supervisees understand the importance of boundaries between work and personal life. For instance, I recommend that they engage in regular activities that promote physical and mental health, such as exercise, creative outlets, and social connections. I believe that fostering this awareness of balance helps my supervisees maintain their emotional health in the long run. Through these individualized strategies, I aim to create a supervision culture where emotional support is just as vital as clinical guidance. This approach not only helps my supervisees manage the effects of vicarious trauma but also cultivates a deeper sense of compassion and professionalism in their work.

Creating a Trauma-Informed Organizational Culture

Creating a trauma-informed organizational culture is essential for addressing vicarious trauma effectively and ensuring the long-term well-being of mental health professionals. The impact of vicarious trauma is not limited to individual cases; it is also shaped by the broader organizational environment.

Therefore, fostering a trauma-informed culture within an organization involves integrating principles that promote safety, trust, and empowerment at every level of operation.

A key first step is to ensure that organizational leadership understands and recognizes the pervasive impact of vicarious trauma on staff members. Leaders must create an environment where the acknowledgment of trauma is normalized and where employees feel supported in disclosing their experiences without fear of judgment or stigma. This requires training for leadership and staff on the signs and symptoms of vicarious trauma, as well as the development of policies that encourage open communication about emotional and psychological well-being.

Trauma-informed care principles—such as safety, trustworthiness, peer support, and collaboration—should be embedded in the fabric of the organization. These principles help to create a work environment that does not retraumatize employees but instead offers a supportive foundation for processing the emotional challenges of their roles. For example, organizations can implement regular peer support groups, where staff can share their experiences and coping strategies in a confidential, nonjudgmental space. This kind of peer support fosters solidarity and mutual care among colleagues, creating a collective sense of resilience.

Additionally, establishing clear, structured supervision and mentorship programs is crucial. Supervisors should be equipped with tools and training to recognize the early signs of vicarious trauma in their supervisees, offer emotional support, and guide them toward appropriate interventions. In this context, the VOTE Index could play an important role by offering supervisors specific data on the types and intensity of trauma to which their team members are exposed. These data can inform decisions around caseloads, work assignments, and individualized support measures to prevent burnout and promote mental health.

Another important aspect of a trauma-informed organizational culture is flexibility. Organizational policies should incorporate flexible scheduling, reasonable workloads, and opportunities for staff to take breaks, which can help mitigate the emotional toll of working in a high-stress, trauma-exposed environment. A culture that encourages taking time for self-care, whether through breaks during the day or through longer term sabbaticals, can help to preserve the emotional resilience of staff members.

Furthermore, it is vital to create an organizational structure that promotes work–life balance. This includes developing policies that support employees in maintaining clear boundaries between their professional and personal lives, reducing the risk of emotional exhaustion and burnout. Encouraging employees to take time off when needed, offering mental health days, and integrating wellness programs can help foster a healthier, more sustainable work environment.

Finally, ongoing evaluation and feedback systems should be implemented to assess the effectiveness of these practices. Organizational leaders should actively solicit feedback from staff about the support systems in place and whether they feel that their emotional and psychological needs are being met. This feedback loop allows for continual improvement and adaptation of policies, ensuring that the organization remains responsive to the evolving needs of its employees.

Overall, creating a trauma-informed organizational culture requires a holistic approach that integrates leadership, policies, and practices designed to support mental health professionals in managing the effects of vicarious trauma. By embedding trauma-informed principles into the organizational culture, organizations can foster an environment of safety, trust, and empowerment, allowing staff members to thrive and providing the support necessary to sustain their mental and emotional well-being.

Systemic Change and Policy Integration to Address Vicarious Trauma

Addressing vicarious trauma within mental health organizations requires a multifaceted approach that integrates systemic changes and thoughtful policy development. Although individual supervision and support strategies are essential, organizations must take proactive steps to weave vicarious trauma prevention into the fabric of their operations and culture. By doing so, they foster an environment that not only supports individual well-being but also ensures the long-term sustainability and effectiveness of the workforce.

At the organizational level, it is vital to create and implement policies that directly address the risks associated with vicarious trauma. These policies should prioritize trauma-informed practices, ensuring that every staff member, from leadership to frontline clinicians, understands the emotional and psychological challenges of their work. Training programs should be instituted to equip staff with the knowledge and tools necessary to recognize signs of vicarious trauma and provide appropriate interventions, such as self-care strategies or peer support networks.

In addition, organizations should develop clear guidelines for supervisors and managers that emphasize the importance of creating safe spaces for staff to discuss emotional challenges. Regular check-ins, supervision, and debriefing sessions should be institutionalized as part of the work process, giving employees structured opportunities to reflect on their emotional well-being. This not only reduces isolation but also encourages the normalization of discussing mental health challenges within the workplace.

Furthermore, policies around work–life balance and flexibility are essential. Organizations should allow for flexible work hours, reduced caseloads during periods of high emotional intensity, and mandatory time off to help staff recharge. Such policies demonstrate a commitment to the mental health of employees and reduce the risk of burnout.

Finally, it's crucial that organizational policies are reflective of an ongoing commitment to vicarious trauma management, not as a one-time initiative but as an evolving aspect of workplace culture. Continuous feedback loops, regular assessments, and adaptations of policies ensure that organizational support remains dynamic and responsive to the needs of the workforce. These systemic and policy-level recommendations form the foundation for creating an environment where staff feel supported, heard, and equipped to manage the emotional challenges of their work. However, for these changes to be effective, strong leadership is necessary to guide and sustain these efforts.

Leadership Strategies

Effective leadership is a cornerstone of creating an environment where vicarious trauma is acknowledged and managed proactively. Leaders have the unique responsibility to set the tone for organizational culture, influencing how staff perceive and respond to the emotional and psychological challenges inherent in their roles. For systemic changes to take root, leadership must not only endorse but actively champion policies that address vicarious trauma, ensuring that these efforts are ingrained into everyday practices.

One of the key strategies for leadership is the modeling of self-care and emotional health. Leaders should demonstrate a commitment to their own well-being by openly participating in wellness programs, taking time for self-care, and seeking support when needed. This sets a powerful example, signaling to staff that prioritizing mental health is both acceptable and encouraged. By demonstrating vulnerability and openness, leaders help to destigmatize mental health struggles and create an atmosphere of trust and safety.

Moreover, leadership must invest in training and development for supervisors and managers, equipping them with the tools to recognize and respond to signs of vicarious trauma in their teams. Supervisors play a critical role in mitigating the effects of vicarious trauma, so leadership should provide ongoing education in trauma-informed care, reflective supervision techniques, and strategies for creating emotionally supportive work environments. By empowering leaders at all levels of the organization, the capacity for managing vicarious trauma is amplified across the entire workforce.

Leadership should also advocate for policies that enhance the work–life balance of employees. Providing flexible scheduling options, promoting the use of paid time off, and ensuring adequate staffing levels are essential actions that demonstrate a genuine commitment to staff well-being. Furthermore, implementing regular debriefing sessions after particularly challenging cases or events allows employees to process their emotional responses and share coping strategies, helping to alleviate the weight of trauma exposure.

Creating a culture of open communication is another key leadership responsibility. Leaders should establish regular forums—whether through team meetings, town halls, or one-on-one check-ins—where staff feel comfortable discussing their emotional and psychological challenges. Encouraging transparency around the impact of vicarious trauma allows employees to feel heard and valued, reducing feelings of isolation and burnout.

Finally, leadership must remain adaptable, recognizing that the landscape of mental health work is always evolving, and the needs of staff may change over time. Continuous evaluation and feedback from staff will help leaders identify emerging stressors, challenges, and opportunities for improvement. Leaders should use these data to refine policies, practices, and support systems, ensuring that the organization’s response to vicarious trauma is as effective as possible.

Fostering a Sustainable, Supportive Environment

Creating a sustainable, supportive environment is essential to ensuring that mental health professionals can continue to thrive in their roles while managing the demands of vicarious trauma. This environment is not just about providing immediate relief but about embedding long-term practices and policies that promote well-being and resilience across the workforce. Sustainable support requires an integrated approach that combines organizational structure, individual support systems, and a commitment to ongoing growth and adaptation.

One of the first steps in fostering such an environment is ensuring that support structures are built into the organizational framework. This can be achieved by offering consistent access to resources such as peer support networks, mentorship programs, and regular supervision. These structures provide staff with the opportunity to share experiences, seek advice, and receive emotional support in a safe and structured way. Additionally, encouraging team-based approaches to casework and collaboration can reduce the sense of isolation that often accompanies traumatic work while also promoting shared responsibility for managing difficult emotional content.

Regular and structured debriefing sessions are another essential tool in sustaining support for mental health professionals. These sessions offer staff the chance to process the emotional weight of their work, reflect on their experiences, and receive guidance on how to manage any emotional distress. When conducted regularly, debriefings not only address immediate reactions but also foster a culture of reflective practice, helping staff build the emotional resilience needed for long-term success. To ensure

these sessions are effective, it is important that they are facilitated by trained individuals who can guide conversations and provide emotional validation without minimizing or bypassing difficult emotions.

Another critical component of a sustainable, supportive environment is promoting mental health awareness and education throughout the organization. This involves not only providing training on the effects of vicarious trauma but also embedding mental health literacy into the daily work culture. When everyone—leadership, supervisors, and staff alike—has a clear understanding of the signs of vicarious trauma and knows where to turn for help, it reduces stigma and encourages early intervention. Regularly reinforcing the importance of self-care and well-being as part of professional development can help normalize the conversation around mental health, ensuring that employees feel supported in taking proactive steps to care for themselves.

Creating a sustainable, supportive environment also requires attention to the physical workspace. The design of the work environment can have a significant impact on employees' emotional and psychological health. For example, ensuring that staff have access to private spaces where they can decompress or reflect after emotionally taxing interactions is one way to provide support. Additionally, workspaces that promote collaboration and social connection can help build a sense of community among staff, which can be a powerful buffer against stress and burnout.

Flexibility is another important factor in fostering a sustainable environment. Offering flexible scheduling, remote work options, and the ability to take mental health days without stigma or penalty is crucial in supporting employees in managing their workload and personal well-being. This flexibility allows staff to balance their professional responsibilities with self-care, ultimately preventing burnout and ensuring a more engaged and productive workforce.

Finally, to maintain a sustainable, supportive environment, it is essential that organizations regularly assess the effectiveness of their support systems. This can be done through surveys, feedback sessions, or one-on-one meetings with staff to gauge how they are coping with the demands of their work and to identify any gaps in support. By staying attuned to the needs of the workforce, organizations can adapt and evolve their practices to meet changing demands, ensuring that support remains effective over time.

The Path Forward

As mental health professionals continue to navigate the challenges of vicarious trauma, the path forward must be one that prioritizes proactive measures, systemic change, and a commitment to fostering resilience within the workforce. To address the pervasive issue of vicarious trauma, it is essential that both individual and organizational efforts are aligned to create a culture that values well-being, supports mental health professionals, and prioritizes long-term solutions over short-term fixes.

The use of tools like the VOTE Index is a critical step in the right direction. By providing data-driven insights into the specific sources and intensity of vicarious trauma, the VOTE Index allows for more targeted and individualized support for mental health professionals. However, such tools are only effective when integrated into broader organizational strategies. As organizations begin to recognize the widespread impact of vicarious trauma, it is crucial to adopt and integrate comprehensive, trauma-informed policies and practices that address not only the symptoms but also the root causes of emotional distress in the workforce.

Leadership plays a central role in this transformation. Leaders must actively advocate for and implement systemic changes, setting the tone for a supportive organizational culture that values self-care, ongoing professional development, and emotional well-being. This includes allocating resources for supervision, peer support, and training on mental health, as well as fostering a workplace environment that promotes transparency, open communication, and psychological safety. Leaders who model these behaviors create an environment where mental health professionals feel empowered to seek help, reflect on their emotional needs, and access the necessary resources without fear of judgment or stigma.

Equally important is the continued advocacy for policies that support work–life balance, flexible scheduling, and access to mental health care for employees. These policies must be backed by a commitment to creating a sustainable, trauma-informed workforce. Ensuring that mental health professionals are supported by their organizations helps mitigate the risk of burnout and enhances their ability to provide high-quality care to their clients.

The broader mental health community also has a significant role to play. Advocacy at local, state, and national levels is necessary to ensure that mental health professionals are recognized for the emotional labor they perform and that adequate support systems are in place. Collaboration between organizations, academic institutions, and policymakers can help raise awareness of vicarious trauma and lead to the development of national standards for trauma-informed care and supervision.

Finally, the path forward requires a collective, ongoing commitment to self-care and resilience building. Mental health professionals, supervisors, and organizations must continuously evaluate and refine their approaches to supporting staff, ensuring that strategies remain relevant and effective in addressing the evolving needs of the workforce. Regular assessments, feedback loops, and a culture of continuous improvement are essential in creating a lasting impact.

As we move forward, it is vital that the mental health community views the prevention of vicarious trauma as a shared responsibility—one that requires the commitment of individuals, supervisors, and organizations alike. Only through systemic change, leadership commitment, and a sustained focus on support can we create a healthier, more sustainable environment for mental health professionals and, ultimately, the clients they serve.

In conclusion, the fight against vicarious trauma is not one that can be won through isolated efforts; it requires a united approach to advocacy, systemic change, and leadership. By taking concrete steps to support mental health professionals, we ensure that they are not only able to manage the emotional toll of their work but also empowered to continue providing the compassionate care that is at the heart of their profession.

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Workspaces: Bringing Art, Recovery, and Creativity to the SIOP Experience

Lora Bishop, Brittany Ikner, and Takudzwa A. Chawota

The Society for Industrial and Organizational Psychology's (SIOP) annual conference is a cornerstone event, traditionally emphasizing scientific rigor and evidence-based practice through presentations, posters, and panel discussions. Yet, within this demanding environment, there is a growing recognition of the need to support holistic professional experiences, including recovery, creativity, and well-being—elements increasingly vital in modern workplaces and professional gatherings.

Responding to this need and aligning with initiatives like "[Gentle SIOP](#)," the 2025 SIOP Conference introduced Workspaces, its first-ever art exhibit, offering a novel space for attendees. Amid the bustling conference schedule, Workspaces provided a unique sanctuary designed not only to showcase the creative talents of I-O psychologists but also to offer a crucial moment for pause, reflection, recovery, and connection, boldly declaring: I-Os create too.



Why Recovery and Art Matter

The intensive nature of academic and professional conferences like SIOP can be demanding, often leading to cognitive overload and fatigue. The "Gentle SIOP" initiative, previously highlighted in SIOP communications (e.g., Cobb & Rauvola, 2024), signals SIOP's commitment to fostering more inclusive, supportive, and well-being-focused experiences for its members. Workspaces serves as a practical manifestation of this commitment, directly addressing the need for recovery spaces within the conference setting itself.

Integrating art and creative engagement into traditional academic settings offers a powerful way to promote such recovery. Meijman and Mulder's (1998) effort-recovery model suggests that recovery involves actively replenishing resources depleted by effortful tasks. Providing nontechnical, reflective spaces, such as an art exhibit, allows attendees to disengage from the cognitive demands of sessions and recharge. Research across disciplines supports this, demonstrating that art plays a role in promoting well-being, emotional regulation, and even cognitive function (Fancourt & Finn, 2019; Mundet-Bolos et al., 2017). Viewing art, even briefly, can stimulate positive effect, facilitate cognitive processing, and reduce stress (Trupp et al., 2024), making it a scalable way to enhance mental health within a busy conference environment.

Furthermore, creativity itself is a vital psychological resource, particularly relevant to I-O professionals who often engage in demanding knowledge work. Creativity enables flexible responses to stressors (Helzer & Kim, 2019) and thrives in environments that foster trust and psychological safety (Ohly, 2018). These elements are crucial for the health of professional communities, such as SIOP. Such communities, or communities of practice (CoPs), rely on both internal cohesion and external engagement to foster

learning, identity, and innovation (Wenger, 1998). Creative spaces like Workscapes can nurture these CoPs by providing informal settings for connection and shared experience outside of formal sessions.

Finally, the concept of psychological detachment (i.e., mentally disengaging from work) is critical for preventing exhaustion and fostering sustained engagement (Sonnentag et al., 2010; Kilroy et al., 2020). A space like Workscapes offers attendees an opportunity for such detachment during the conference, helping to buffer against the intensity of back-to-back sessions and networking demands. Integrating art, creativity, and opportunities for recovery directly into the conference fabric acknowledges these needs and positions SIOP as a professional home that values the whole person.

Creative and Cognitive Pathways to Recovery

Understanding *how* recovery works further highlights the value of initiatives like Workscapes at SIOP. Recovery is not passive rest but an active process of resource replenishment (Sonnentag & Fritz, 2007). Key recovery experiences include psychological detachment (mentally switching off), relaxation (reduced arousal), mastery (learning or challenging oneself), and control (autonomy over one's time). Although often studied in the context of after-work recovery, these principles apply equally to within-conference recovery needs.

Even brief respites during the workday (or conference day) can be effective if they involve low-effort or self-chosen activities, which prevent further resource depletion and restore emotional and cognitive capacity (Troughakos & Hideg, 2009). This aligns with the effort-recovery model (Meijman & Mulder, 1998), conservation of resources theory (Hobfoll, 1989; Hobfoll & Wells, 1998), and broaden-and-build theory (Fredrickson, 1998). In contrast, poorly managed demands, such as unproductive meetings or overwhelming conference schedules, can drain resources and increase stress.

Professional societies like SIOP have a role in mitigating burnout and supporting member well-being (Rinne et al., 2021). Initiatives like Workscapes represent an organizational-level intervention complementing individual coping strategies. Importantly, recovery is not just about low effort; *pleasant* activities, even if effortful, can aid recovery, highlighting the role of positive emotional experiences (Van Hooff et al., 2011). Creative activity, specifically, is linked to positive recovery experiences, such as relaxation, mastery, and control, and can indirectly enhance job performance through resource regeneration (Eschleman et al., 2014). Promoting engagement with the arts, as advocated in STEAM models (Land, 2013), fosters cognitive flexibility, emotional processing, and personal meaning—all of which contribute to resilience and well-being, making it a highly relevant addition to the SIOP conference.

Purpose and Process of SIOP's First Art Exhibit: Workscapes

Workscapes was designed with several key purposes in mind:

1. Provide a dedicated space for **rest and recovery** amid the conference intensity.
2. Encourage participation in conference activities **beyond traditional sessions**, diversifying the attendee experience.
3. Celebrate the **multidimensionality** of I-O psychologists and their often-hidden creative talents.
4. Spark conversations about the intersection of **creativity, art, well-being, and I-O psychology** within the SIOP community.
5. Offer a tangible expression of the **"Gentle SIOP"** values.

The creation of Workspaces involved proposing the novel concept to the SIOP Community of Interest Committee, recruiting I-O artists via social media, designing an interactive, collaborative art board (#IOsCreateToo) to encourage low-pressure engagement, curating the physical space, and creating a session program to feature the artists. As the first art-related session held at an annual SIOP conference, Workspaces offered a refreshing way for attendees to connect in a different way, whether they were deeply interested in the art–science intersection or simply seeking respite. The interactive board, drawing on principles of CoP engagement (Hoadley, 2012) and the value of creative spaces (i.e., a “freiraum,” or space for freedom; Auernhammer & Hall, 2014) allowed attendees to become active participants, reinforcing the theme of shared creativity within the profession.

Session Outcomes and Reactions: Validating the Need for Workspaces at SIOP

The inaugural Workspaces exhibit featured over 100 pieces across diverse media, including poetry, painting, pottery, crochet, collage, photography, and glass jewelry. The interactive #IOsCreateToo board garnered over 45 contributions, signifying active engagement.

A postsession survey was distributed to attendees to gather feedback ($N = 27$ attendees: 46% practitioners, 39% graduate students, 14% academics; diverse demographics represented). The data provide strong evidence of the exhibit’s purpose and impact within the SIOP context:

- **Cognitive shift:** Over 55% strongly agreed Workspaces prompted new thinking about the art/I-O intersection and affirmed creativity’s role in work recovery.
- **Conversation starter:** 78% reported it sparked important conversations relevant to work and well-being.
- **Recovery value:** 86% strongly agreed it provided a meaningful opportunity for relaxation and recovery *during the conference*.
- **Positive experience:** 92% strongly agreed it was engaging and positively contributed to their *overall SIOP conference experience*.
- **Recommendation:** 96.3% would strongly recommend it to a colleague attending SIOP.
- **Future demand:** 100% expressed a desire for Workspaces to return at future SIOP conferences.

Qualitative feedback echoed these findings. Attendees praised the “relaxed vibe,” the chance to see colleagues as “human beings with their own lives,” and the unique way it fostered connection, “very different[ly] than other conference activities.” The opportunity to meet artists and learn about their processes was frequently highlighted as a favorite aspect, inspiring connection and even ideas for workplace applications (e.g., “inspired me to consider how we can do something similar with our lab!”).

Common themes in constructive feedback included the desire for



- **Longer duration/better placement:** Suggestions to display the art throughout the conference or schedule the session during breaks or lunch for easier access and mental rest. Current scheduling could unintentionally signal lower importance.
- **Increased visibility/marketing:** Calls for more promotion to attract both attendees and potential artist submissions.
- **Expanded scope:** Interest in more art, more artists, potentially larger spaces, and added elements like refreshments (“wine and cheese”) or more interactive/guided activities.

This feedback overwhelmingly underscores Workscapes’ value as a unique, restorative, and highly desired addition tailored explicitly to enhance the SIOP conference experience.

Lessons Learned and Next Steps for Workscapes at SIOP

Workscapes 2025 successfully demonstrated the SIOP community’s appetite for initiatives that integrate recovery, creativity, and well-being into the conference structure. It served as a powerful pilot, confirming that such spaces are not just welcomed but actively contribute to a more positive and holistic attendee experience, aligning perfectly with the “Gentle SIOP” philosophy.

Based on attendee feedback and the exhibit’s success, future iterations at SIOP could explore

- Broader calls for artist participation across SIOP memberships.
- Integration of structured creative workshops or guided reflection sessions.
- Securing a more central or larger location with longer viewing hours.
- Establishing recognition, such as a featured “Artist of the Year.”
- Incorporating diverse elements like live demonstrations, readings, or sensory enhancements (such as music and aromatherapy).
- Advocating for scheduling that emphasizes its role as a core part of the conference experience, not just an add-on.

Workscapes represent a meaningful step toward evolving the SIOP conference. We aim to build on this momentum, continuing to shape SIOP into a more inclusive, restorative, and creatively enriched professional home.

Suggested Future Readings for Attendees and Organizers

For those interested in further exploring the intersection of creativity, well-being, and professional life, the following resources offer valuable insights:

- Amabile, T. M. (1996). *Creativity in Context*.
- Bayles, D., & Orland, T. (1994). *Art and Fear*.
- Berger, J. (1972). *Ways of Seeing*.
- Bernes, J. (2017). *The Work of Art in the Age of Deindustrialization*.
- Cameron, J. (2016). *The Artist’s Way*.
- DeGraff, J., & Lawrence, K. A. (2002). *Creativity at Work*.
- Edwards, B. (1979). *Drawing on the Right Side of the Brain*.
- Gilbert, E. (2016). *Big Magic: Creative Living Beyond Fear*.
- Goins, J. (2015). *The Art of Work: A Proven Path to Discovering What You Were Meant to Do*.
- Gombrich, E. H. (1950). *The Story of Art*.
- Grant, A., & Sandberg, S. (2016). *Originals: How Non-Conformists Move the World*.

- Jacobson, M. (1997). *Art for Work: The New Renaissance in Corporate Collecting*.
- Kaufman, S. B., & Gregoire, C. (2015). *Wired to Create: Unraveling the Mysteries of the Creative Mind*.
- Magsamen, S., & Ross, I. (2023). *Your Brain on Art: How the Arts Transform Us*.
- Milliner, N. (2024). *Art In the Workplace: Fostering Creativity and Innovation*.
- Moss, A. (2024). *The Work of Art: How Something Comes From Nothing*.
- Nixon, N. (2020). *Creativity Leap: Unleash Curiosity, Improvisation, and Intuition at Work*.
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These readings can help continue the dialogue sparked by Workscapes within the I-O psychology community. Remember, I-Os create too.

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Featured Artists

- **Elain Atay** - University of Calgary
- **Lora Bishop** - DePaul University
- **Colleen Cui** - University of Central Florida
- **Al DeMartino** - OrgVitality
- **Rhiannon Grodrik** - Central Michigan University
- **Jessica Hicksted** - ND Visionary Partners
- **Brittany Ikner** - Wayne State University
- **Derek Lusk** - AIIR Consulting
- **Ian Sideritis** - North Carolina State University
- **Emma Vosika**, on behalf of CSIOP - Clemson University

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The 2025 SIOP Conference

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From April 2-5, 2025, I-O psychologists convened for SIOP's 40th annual conference. The conference has grown significantly since the first one in 1986, which was designed as a midyear meeting that would allow SIOP members to gather in a smaller setting (as opposed to the much larger American Psychological Association [APA] convention). In 1986, there were only 34 sessions and 776 attendees. The conference was definitely a smaller, more intimate meeting than APA's convention. The sessions covered topics such as I-O psychology in the courtroom, selection, meta-analysis, job analysis, absenteeism, organizational injustice, and observing leadership. A copy of the first SIOP program grid is shown in Figure 1. The 2025 SIOP conference had 431 sessions (including 28 invited sessions), 668 posters, and 4,241 attendees. This year's conference was not nearly as small as 1986, but hopefully still the right size to ensure that members gather, interact, build their networks and collaborations, and explore new opportunities. Topics such as leadership, selection, and meta-analysis were still well-represented in 2025; however, new topics such as artificial intelligence in the workplace have emerged. The 2025 program grid was much larger, spanning 3 days with nearly two dozen concurrent sessions in each time slot. The top 10 most popular sessions (measured by the number of registrants that added the session to their Whova agenda) are listed in Table 1.

The 2025 SIOP Conference took place in Denver and was SIOP's first conference in the mountain time zone. Because it was early April in Denver, there was some snow (fortunately without appreciable accumulation). Despite the chilly weather, attendees were very pleased with the conference. In fact, SIOP Conference Chair Jack Kennedy stated, "The 40th SIOP Annual Conference in Denver may well go down as one of the best ever." In addition to a jammed-packed agenda of peer-reviewed presentations during the day, the Conference Committee organized a number of evening activities. At Wednesday night's opening plenary, SIOP President Alexis Fink's presidential address described how rapid technological advances, including artificial intelligence, virtual reality, and robotics, are changing how work is being, and will be, done. She explained that these changes will present I-O psychology with significant challenges but also with exciting opportunities. New Fellows and distinguished award winners were recognized followed by an opening reception and top poster display on the top floor of the convention center, which had an amazing view of the city of Denver. Other evening events included the SIOP's Got Talent Show and the closing reception, along with numerous smaller events sponsored by members and their many organizations/universities. Selected official photographs from the conference can be found in Figure 2.

Table 1

The 10 Most Popular 2025 SIOP Sessions, as Measured by Attendee's Whova Agenda Additions.

| APA citation |
|--|
| Noble, S. M. (Moderator), Landers, R. N. (Presenter), Koenig, N. (Presenter), Valentine, S. (Presenter), & DeKoekkoek, P. (Presenter) (2025). <i>Are large language models ready to be used in hiring and selection?</i> [Debate]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Solberg, E. (Chair), Beckles, K., Bhanji, I., Harbaugh, J., Mattox, D., Mills, B., Myers, B., Phebus, A., Skinner, J., & Wrenn, K.A. (2025). [Alternative Session]. <i>Crash course: What you didn't learn in grad school</i> . Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Goswami, A., (Chair), Adair, C., Chakrabarti, M., Dray, K., Haig, J., Herk, N., Stack, D., & Steckler, M. (2025). <i>Engagement data is here... now what? From insights to action</i> [Panel Discussion]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Markell-Goldstein, H.M. (Chair), Cascio, W. F., Semmel, S., Litano, M., & Willford, J. C. (2025). <i>ROI, oh my! Why showing HR's value is easier said than done</i> . [Panel Discussion]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Lanik, M., Cao, Y., Gibbard, K., Hawkes, C., Huber, A., LeBreton, D., & McCook, K. (2025). <i>What current data says about leadership skills in the future of work</i> [Panel Discussion]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Feinzig, S., Battista, M., Kolmstetter, E., Boyce, C., Stomski, L., Tavis, A., Cox, G., Welle, B., Martin, M. (2025). <i>The changing leadership landscape: New challenges, new expectations, new actions</i> . [IGNITE]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Burke, L. (Chair), Collins, M., Frizzell, J., Gatesman, B., Menendez, J., & Prab, N., (2025). <i>One size does not fit all: Success metrics in skill based hiring</i> . [IGNITE]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Handler, C.A. (Co-Chair), Morelli, N. (Co-Chair), Caliguri, P. (Panelist), Elliott, J.P. (Panelist), Napper, C. (Panelist), & Murphy, S. (Panelist). (2025). <i>The power of you: Building a personal brand in I-O psychology and beyond: IGNITE + Panel session combo</i> [Alternative Session Type]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Rosen, M. (Co-Chair), Stelman, S. (Co-Chair), Hanscom, M., Munc, A., Parker, B., & Pawlak, J. (2025). <i>Hot takes in employee listening</i> [Alternative Session Type without Multiple Papers]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |
| Norris-Watts, C. (Chair), Adler, S., Bazigos, M. N., Desrosiers, E., Evans, S., & Heaton, L. (2025). <i>"It seemed like a good idea at the time": Lessons from missteps in I-O careers</i> . [Panel Discussion]. Society for Industrial and Organizational Psychology Annual Conference, Denver, CO. |

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along with numerous smaller events sponsored by members and their many organizations/universities. Selected official photographs from the conference can be found in Figure 2.

Figure 2

Photographs from the 2025 SIOP Conference (Courtesy of SIOP Staff).



Entrance to the 2025 SIOP Conference exhibit hall.



The Denver conference featured over 1000 presentations (431 sessions & 668 posters).



Conferences and Programs Portfolio Officer Emily Solberg and SIOP Fellow Jeffrey Facticeau enjoy lunch and conversation.



Anthony Roberson, Kelsey Ciagala, and Sam Pawaskar attend one of the many receptions held in Denver.



New Fellows Enrica Ruggs and Katina Sawyer share the red carpet!

The next SIOP conference will take place in New Orleans from April 30 to May 2, 2026. The Conference Committee, led by Conference Chair Jack Kennedy, is already making plans for the 2026 conference. This committee coordinates the various committees and subcommittees that are responsible for the things that make up SIOP conferences, including Workshops, Friday Seminars, Consortia, the Ambassador Program, as well as conference receptions and social events. In addition to taking advantage of the cultural, culinary, and historical offerings of New Orleans, the results of the Denver conference survey will be used to enhance the conference experience for all attendees.

Meanwhile, the Program Committee's leadership team began planning the 2026 SIOP Program while on site in Denver. This committee is in charge of developing and populating the program grid, which contains all of the peer reviewed sessions as well as a small number of invited and special sessions (e.g., communities of interest, competitions, awards). For the 2025 SIOP Program, Chair Joseph Allen shepherded the launch of a new proposal submission, review, and scheduling system. Additionally, due to diminishing interest from membership as well as ballooning costs associated with audiovisual tools onsite, the 2025 SIOP conference did not include virtual sessions. These changes will be refined and improved upon for the 2026 Conference. The 2026 SIOP Program Chair, Jeffrey Cucina, is planning to make additional refinements to the new system as well as a number of incremental changes (e.g.,

updating and refining the list of content areas, holding office hours for submitters). The call for proposals is scheduled for release in August with a submission deadline in October. All submitters will automatically be included as reviewers. However, the Program Committee will continue to need volunteers to sign up to be peer reviewers for the submissions, particularly those who do not submit sessions themselves (i.e., literally hit the submit button in the system). Additionally, SIOP members are strongly encouraged to consider volunteering to serve as peer reviewers, even if they are not planning to submit a proposal or attend the conference. Reviewing proposals is an excellent way to learn more about the recent developments in I-O psychology and to help build an excellent program for SIOP attendees.

I-O Education Gaps and Potential Solutions: A Town Hall Discussion at SIOP 2025

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On April 4, we held a highly interactive town hall session at the Society for Industrial and Organizational Psychology (SIOP) annual conference in Denver, CO. Led by co-chairs Karyssa Courey and Brittany Ikner and featuring discussants (and I-O graduate program directors) Chris Cunningham and Marcus Dickson, our session aimed to facilitate thoughtful conversation and action planning to improve I-O education and the professional development of future I-O psychology professionals (IOPs). The goal of our session was twofold: (a) to bring together I-O psychology students, practitioners, and academics to identify gaps in current I-O education and (b) to propose potential solutions, strategies, and next steps.

Overview of SIOP Town Hall Session

The core questions guiding this town hall discussion were as follows. What I-O education-related gaps exist from the perspective of students, academics, and practitioners? Even more important, what is our plan as a field for addressing these gaps? We define gaps as perceived or observed deficits in skills, knowledge, and experiences that one needs to develop proficiency or mastery, and to feel competent and prepared for future IOP career endeavors. Such gaps will naturally vary person by person, depending on one's career objectives and a variety of underlying individual differences, as well as by

program type. We grounded this conversation in the 26 critical competencies outlined in SIOP's *Guidelines for Education and Training in I-O Psychology* (referred to as *Guidelines*; SIOP, 2016), which we broadly categorized into four content areas and used to guide small group conversations in our session (see in Table 1). It should be noted that this session is also timely, as the current *Guidelines* are under review and set for release very soon.

Table 1
Content Areas, SIOP Competencies, and Potential Gaps

| Content area | SIOP competencies | Examples of potential gaps |
|---|--|--|
| 1. Professional practice/business acumen | 1. Ethical, legal, diversity, and international issues 2. Fields of psychology 3. History and systems of psychology 4. Professional skills | Practicum experiences, business analytics, estimating the financial impact of I-O interventions |
| 2. Personal and job-specific competencies | 8. Career development 11. Human performance 12. Individual assessment 13. Individual differences 14. Job evaluation and compensation 15. Job/task/work analysis, competency modeling 16. Judgment and decision making 21. Performance appraisal/management 22. Personnel recruitment, selection, and placement 23. Training | Assessment development, training assessment, recruiting talent, conducting validation studies, developing competency models, designing equitable pay systems |
| 3. Social and organizational competencies | 7. Attitude theory, measurement, and change 10. Groups and teams 17. Leadership and management 18. Occupational health and safety 19. Organization development 20. Organization theory 24. Work motivation | Applications of occupational health, leadership development |
| 4. Research and analytical methods | 5. Research methods 6. Statistical methods/data analysis 9. Criterion theory and development | Bayesian statistics, big data, machine learning, artificial intelligence, open science |

Note. In our session, we are focused exclusively on SIOP's "general knowledge and skills" as well as "core content."

Overall, this session was an opportunity to come together and demonstrate some ownership in the future development of competencies and experiences necessary for current and future IOPs. Highlighting gaps in current training and development opportunities within graduate education

programs can motivate deliberate discussion and action planning to better equip future IOPs with the necessary skills and knowledge to study, manage, serve, and improve organizations globally. Nearly 30 participants contributed to this discussion, reflecting both faculty and graduate student perspectives. We structured the session around two small group and two large group discussions, using Padlet, an internet-based discussion board, to facilitate the sharing and reviewing of ideas and comments. In the following sections, we provide an overview of each content area explored in this session, with insights from the small group discussions that highlighted current gaps in I-O competencies and experiences developed within graduate programs and the proposed solutions to closing these gaps.

Professional Practice/Business Acumen Gaps

Overview of Content Area

The professional practice/business acumen content area includes SIOP competencies related to ethical, legal, diversity, and international issues; fields of psychology; history and systems of psychology; and professional skills. Highlighting gaps within this core content area is particularly important in furthering the development of I-O education, considering many master's and doctoral I-O graduates pursue careers in applied settings postgraduation (SIOP, 2022). Moreover, increases in the number of students admitted to I-O psychology master's programs may further support the integration of practice-oriented classes, projects, and applied experiences within classroom settings (e.g., Bailey, 2020). Potential educational gaps identified by participants in the professional practice/business acumen content area may involve the transfer and application of I-O knowledge within business settings.

Insights From Session Discussions

Participants identified the following professional practice gaps in I-O education: receiving and giving feedback, professional communication skills, collaboration skills, general work and business etiquette, in-person interactions, presentation skills, and science communication skills (e.g., translation theory and results to business partners). As this list illustrates, there was a large emphasis on the need for more educational and developmental opportunities for students to cultivate and practice both general and scientific communication skills and to generally polish their ability to interact with others in professional contexts.

This content area elicited the most conversation among participants. In the larger group discussion, there was a clear emphasis on the need to learn professional communication skills (e.g., making a solid PowerPoint) and develop other skills that cannot be taught with isolated coursework or assignments, called experiential gaps. Ongoing struggles with developing professional interpersonal skills were also noted, including how to seek and respond to feedback, how to handle conflict with others, and skills for finding and keeping a job. Participants also noted that these challenges have become more serious since the pandemic. Extending from this, numerous competencies associated with interpersonal communications and social influence emerged (e.g., persuasion, pitching ideas to stakeholders, managing others). A few other competencies also emerged from this discussion, including project management, handling "dirty" data, and understanding critical thinking versus mastery knowledge.

Potential Solutions

Participants discussed several strategies and potential solutions for gaps in this area. First, some suggested that courses could provide more opportunities to practice these types of professional and interpersonal skills. Others discussed the need to unpack developmental and work-related experiences

by connecting them to important competencies (e.g., creating a portfolio to showcase research and applied projects). In this context, portfolios and applied projects may serve as important ways to practice and demonstrate scientific and business-related communication skills. Another solution may involve creating meaningful and practical experiences inside and outside of the classroom, such as through group projects and providing more opportunities for mentorship from nonfaculty. Finally, a reoccurring recommendation was for students to take initiative and maximize their graduate school experiences by actively networking—showing up to presentations, workshops, research talks, and so forth; and engaging in networking and follow-up with professionals. In practice, this could be facilitated by graduate program directors and instructors being as clear as possible with students regarding where they may need to “dig in” a bit deeper and continue to build their knowledge and skills beyond the limits of a particular assignment or set of weekly readings.

Personal and Job-Specific Competency Gaps

Overview of Content Area

The personal and job-specific competencies content area includes SIOP competencies related to acquiring and managing talent within organizations, such as individual differences, individual assessment, and job evaluation and compensation. Although I-O graduate programs include core coursework covering these topics, there may still be knowledge, skill, and experience gaps related to the understanding and application of attracting, selecting, training, evaluating, retaining, compensating, and managing talent successfully postgraduation. Discussion of such skills raises the importance of engaging in conversation regarding the role of curricula versus external learning experiences (e.g., internships) when considering educational gaps. A few examples of potential educational gaps in the personal and job-specific competencies content area may include (a) experiences applying theories of validation through on-site validation studies; (b) knowledge of attracting, selecting, and retaining talent; and (c) skills for designing equitable pay systems.

Insights From Session Discussions

Participants identified few if any gaps within this content area. The general consensus was that I-O education programs currently do a good job of helping students develop personal and job-specific competencies.

Potential Solutions

One idea to help students more fully develop competence in this domain may involve incorporating knowledge checks at the beginning of classes to support accountability and engagement among students. Knowledge checks can be helpful across content areas to ensure that students develop an understanding of course material.

Social and Organizational Competency Gaps

Overview of Content Area

The social and organizational competencies content area includes SIOP competencies related to teams, leadership, occupational health, and organization development. Such classes typically provide students with opportunities to learn about processes that broadly impact organizations. Gaps in this area may

stem from current and impending changes in the legal and political landscapes that shape organizational dynamics (e.g., DEI backlash). More work is likely needed to educate students (and industry stakeholders) to navigate these changes with evidence-based practices focused on supporting employees within organizations (e.g., Follmer et al., 2024). Other potential educational gaps in social and organizational competencies may include (a) knowledge for supporting employees' health and well-being in the workplace, (b) cross-cultural skills to support multinational organizations (Kline & Rowe, 1998), and (c) skills and experiences supporting the implementation of new technologies within organizations (e.g., artificial intelligence [AI] tools; Tippins et al., 2021).

Insights From Session Discussions

Participants identified the following social and organizational competency gaps: cross-cultural considerations and AI applications in organizations and understanding the role and context of organized labor. Supporting cross-cultural and AI-related education were identified by participants as current gaps in I-O education, and both were big discussion points within this session. Regarding AI, there was a clear call for understanding how students are using AI in education and understanding applications of AI in I-O work. Some questions arising from this discussion included

- How should we use AI in our work?
- What is okay and not okay ethically?
- How does AI affect the mastery of material?

As discussed by participants, one potential solution may involve adding AI clauses to client contracts that clarify these areas. However, it was apparent that there were many AI-related issues that are not currently resolved across I-O education programs.

Guiding of Master's Versus Doctoral Students

Some of the discussion within this session explored ways in which AI might be differentially applicable and useful to master's versus doctoral students. As an example, participants suggested that master's students may be more likely to use AI tools to assist with research summarization and synthesis in written work, whereas doctoral students may be more likely to rely on AI tools to facilitate programming for advanced statistical analyses or assist with abstract generation from a larger manuscript.

Critical Thinking Versus Mastery of Knowledge

Regardless of education level, there was a strong consensus among session participants that I-O education must ensure that current and future students continue to build competence in critical and scientific thinking and not fall into the trap of "outsourcing" this to AI tools. Developing IOPs need to learn how to properly set up AI actions (e.g., prompt engineering) and evaluate AI-generated output for its quality, accuracy, utility, and so on. Competence in these areas requires strong and well-rounded education in core I-O knowledge, skill, and ability domains and needs to continue to be emphasized (despite the availability of AI-supported "shortcuts" or "workarounds"). A key takeaway was that programs need to think carefully about how to incorporate AI (or not) and recognize that this will need to be re-evaluated regularly as the technology and its uses advance rapidly.

Potential Solutions

Participants recommended AI be integrated into existing classes, which can be supported by increasingly available resources (e.g., an upcoming book about AI for IOPs to be published through SIOP in the near

future). In addition to this, participants also noted the importance of discussing cross-cultural considerations and understanding the role and context of organized labor. However, there was no clear understanding of what this would look like in the classroom.

Research and Analytical Methods Gaps

Overview of Content Area

The research and analytical methods content area includes competencies related to statistics, research methods, and theories. Courses and experiences in this area provide important foundational knowledge for guiding theory- and data-driven research, developing experimental designs to address research questions, and analyzing data with appropriate statistical tools. Although many programs offer courses in statistics and research methods (and theory is often integrated within many courses), many students do not understand or lack confidence in their knowledge of foundational concepts (e.g., Kline, 2020). On top of this, various researchers have pointed to the increasing complexity of theory, data, and methods within the field (e.g., Murphy, 2021), calling for the retraining of IOPs to be equipped with the skills needed to navigate these changes effectively (e.g., Oswald et al., 2022). Future educational initiatives in this area should aim to equip students with the necessary tools to effectively and confidently address a variety of current research and applied problems. Potential educational gaps in this area may include (a) knowledge of various methodological approaches (e.g., Bayesian statistics, machine learning), (b) skills for handling large and complex datasets (e.g., big data; Guzzo et al., 2015; Oswald et al., 2020), and (c) increasing knowledge of open science practices (Foster & Deardorff, 2017; Torka et al., 2023).

Insights From Session Discussions

Participants in this session identified the following gaps pertinent to this domain: low familiarity with a range of data analysis programs from Excel to more advanced programming intensive tools, open science principles and when they are relevant, and basic computing skills (e.g., file management, data archiving and retrieval, functions and formatting in specific programs), which can make learning statistical software programs difficult. Group discussion emphasized the need for more educational experiences with analytical tools (including Excel, given its dominance in many workplaces). This need points to more general skill and competency development challenges related to software and other technologies (e.g., AI tools). There is an assumption that students nowadays come with a strong understanding of technology, but that is not necessarily the case. Students often need more support with some basic aspects of technology (e.g., file management, prompting AI).

Potential Solutions

Similar to the previous content area, participants recommended more training in coding and predictive analytics. Some ideas to enhance learning in this area included comparing models and creating small student competitions within courses or programs to help engage students with the material. Some participants recommended that students have access to more basic research training (e.g., doing efficient literature searches).

Action Planning

At the end of the session, participants were asked to brainstorm one (or more) specific actions they could take after the conference to advance the discussed solutions. Some ideas included increasing

connections and presentations by alumni, including SIOP competencies in course syllabi, increasing applied projects in classes, and increasing opportunities for mentorship and leadership.

Conclusion

Periodic reflections and brainstorming of potential gaps and solutions, as demonstrated here, are essential to the health of our field. This is especially true now, as updated *Guidelines for Education and Training* are soon to be released, hopefully stimulating further critical evaluation of I-O education programs. Participants recommended addressing I-O education-related gaps by supporting opportunities to develop professional and interpersonal skills, learn about AI and cross-cultural considerations within core courses, and expand methodological instruction. Importantly, our participants emphasized the need for a holistic approach to developing these competencies through classroom instruction, networking, seminars, and student-led initiative. We recognize that identifying and then addressing these gaps requires overcoming a number of logistical challenges, such as obtaining buy-in from program directors, rethinking course content and offerings, and encouraging student-driven learning. Given these very real and practical constraints, we want to emphasize that even small and incremental changes to individual courses can have a meaningful and lasting impact on competency development in I-O students. We leave readers with an action-oriented request: What is one action you can take to improve I-O education in your learning or practice communities?

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Members in the Media

Amber Stark, Senior Brand and Content Strategist

Awareness of I-O psychology has been on the rise thanks to articles written by and/or featuring SIOP members. These are member media mentions found from March 24, 2025, through June 10, 2025. We share them on our social media, in the *SIOP Source*, and in this column, which you can use to find potential collaborators, spark ideas for research, and keep up with your fellow I-O colleagues.

We scan the media on a regular basis but sometimes articles fall through our net. If we’ve missed your or a colleague’s media mention, please email them to astark@siop.org.

Meisha-ann Martin on the value of strategic employee recognition:

<https://www.worklife.news/culture/beyond-the-stale-cookie-how-strategic-employee-recognition-can-transform-workplace-culture/>

Nathan Iverson on a reported generational gap in soft skills such as communication, adaptability, emotional intelligence, and conflict resolution: <https://www.psychologytoday.com/au/blog/the-evolving-workforce/202504/the-soft-skills-dilemma-for-gen-z-in-the-workplace>

Cathleen Swody with keys to meaningful work and questions to unlock the power of meaningful work:

<https://theconversation.com/managers-can-help-their-gen-z-employees-unlock-the-power-of-meaningful-work-heres-how-248993>

John Sumanth and **Sean Hannah** on the importance of stable, ethical leadership, and how to foster it:

<https://theconversation.com/the-dangers-of-jekyll-and-hyde-leadership-why-making-amends-after-workplace-abuse-can-hurt-more-than-it-helps-244622>

IOtas

Jenny Baker
Senior Manager, Publications and Events



SIOP Fellow **Eduardo Salas**, the Allyn R. and Gladys M. Cline Chair of Psychological Sciences at Rice University, has been [elected to the American Academy of Arts and Sciences](#), one of the oldest and most prestigious learned societies in the nation. Salas is among nearly 250 new members elected in 2025, joining a historic community that includes leaders in academia, business, government and the arts. They will be formally inducted during an Oct. 11 ceremony in Cambridge, MA.

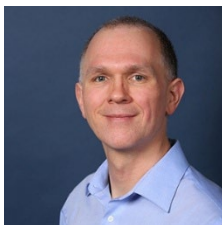


SIOP Fellow **Lori Foster** has been appointed chair of the World Health Organization [Technical Advisory Group on Behavioural Sciences for Better Health](#). This group will provide scientific advice to channel behavioural science evidence into policy to achieve better health outcomes. A global call attracted 340 applications from 71 countries, of which [sixteen highly qualified advisers](#) were selected.

Books



SIOP Member **Steven Zhou**, assistant professor at Claremont McKenna College, has published his first book, [From First Job to Career](#), with Cambridge University Press in July 2025. The book is an anthology of narratives of people navigating their first jobs as they embark on their careers, paired with a review of the career counseling literature designed to help today's job seekers in their career journeys. SIOP members can save 20% with code FRFJC25.



SIOP Member **Morrie Mullins**, professor at [Xavier University](#), has released his new book, [Writing Your Thesis or Dissertation: The Stuff They May Not Tell You](#). This book includes advice about writing, revision, formatting, and so forth, but also includes advice about topics like project management skills, interpersonal dynamics, and self-care.